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ABSTRACT

This paper describes two models, one for developing a partner school and the other for creating a center of pedagogy. Both models are based upon John Goodlad s premises for school-university partnerships and upon current work in the Brigham Young University (BYU)-Public School Partnership. Following description of the models, issues related to the evaluation of school-university partnerships are discussed, and examples are given of evaluation activities recently undertaken within the BYU-Public School Partnership. Discussion centers on: current evaluation attempts in Goodlad s National Network for Educational Renewal (NNER), a consortium of 16 U.S. school-university partnerships; (2) results of evaluative studies at the BYU-Public School Partnership; and (3) a definition of collaborative evaluation and suggestions for its use in evaluating school-university partnerships. Five characteristics are suggested for developing effective collaborative approaches to evaluation in school-university partnerships: the evaluation would be interactive, internally initiated, integrated, inexpensive, and informative. Results from case studies conducted in the BYU-Public School Partnership have shown that evaluations designed and conducted collaboratively offer educators effective alternatives to traditional positivist models. (Contains 18 references.) (MAH)

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Collaborative Evaluation in School-University Partnerships

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RUNNING HEAD: Collaborative Evaluation

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Abstract

This paper describes two models, one for developing a partner school and the other for creating a center of pedagogy. Both models are based upon John Goodlad's premises for school-university partnerships and current work in the BYU-Public School Partnership. Following the models, issues related to the evaluation of school-university partnerships are discussed, and examples are given of evaluation activities recently undertaken within the BYU-Public School Partnership. Five characteristics are suggested for developing effective *collaborative* approaches to evaluation in school-university partnerships.

Collaborative Evaluation in School-University Partnerships

To evaluate an educational intervention is to determine its "worth or value", the extent to which it accomplishes its intended goals (see Worthen & Sanders, 1973). If one accepts Goodlad's (1990; 1996) assertion that the central purpose of public education is to "enculturate the young into a democracy," the ultimate question educational evaluators must pose is as follows: "To what extent does a particular school help its students become productive contributors in their communities?" Because such a question does not lend itself to short-term evaluative investigation, educators typically focus on "student learning" rather than on the broader enculturation question, gathering only cognitive test data that can be used to infer the degree to which the school is teaching basic literacy and numeracy skills to the young.

The goal of "student learning" (more broadly interpreted as "enculturating the young") is considered central to the purposes of school-university partnerships. The "simultaneous renewal" (improving K-12 schooling and teacher education) that takes place in such partnerships is intended to help children and youth become more productive citizens. While school-university partnerships have contributed significantly to efforts in the US to reform educational practice, documentation of the effects of such partnerships has been rare.

The paucity of evaluation on the effects of these partnerships has been caused by a number of factors, one of which may be the "lack of fit" between traditional evaluation models and the nature of collaborative work upon which educational partnerships are based. To address the issues related to the

evaluation of school-university partnerships, this paper has the following purposes:

- To describe current approaches to evaluation in Goodlad's National Network for Educational Renewal ("NNER", a consortium of 16 school-university partnerships located throughout the US),
- To describe results of evaluative studies conducted at one of the NNER sites, and
- To offer a definition of collaborative evaluation and suggestions for its use in evaluating school-university partnerships.

School-University Partnerships

Partner schools. Because school-university partnerships subscribe to the dual goals of renewing K-12 schooling while simultaneously renewing teacher education, new organizational entities are emerging to provide places for such renewal to occur. The Holmes Group (1990) has introduced "professional development schools," and Goodlad (1994) has suggested "partner schools" and "centers of pedagogy."

Such entities are concepts as well as institutional structures. Figure 1 shows that partner schools, as defined by participants in NNER, are collaborative organizations that draw upon the services of teachers, community professionals, parents, and university faculty to improve student learning by strengthening teacher education programs, offering professional development for practicing teachers, developing new curricula, and conducting research and inquiry (Osguthorpe, Harris, Harris, & Black, 1995). With improved student learning as their central goal, partner schools are committed to enculturating the young into a democracy. (For further information on the partner school model, see Osguthorpe, 1996).

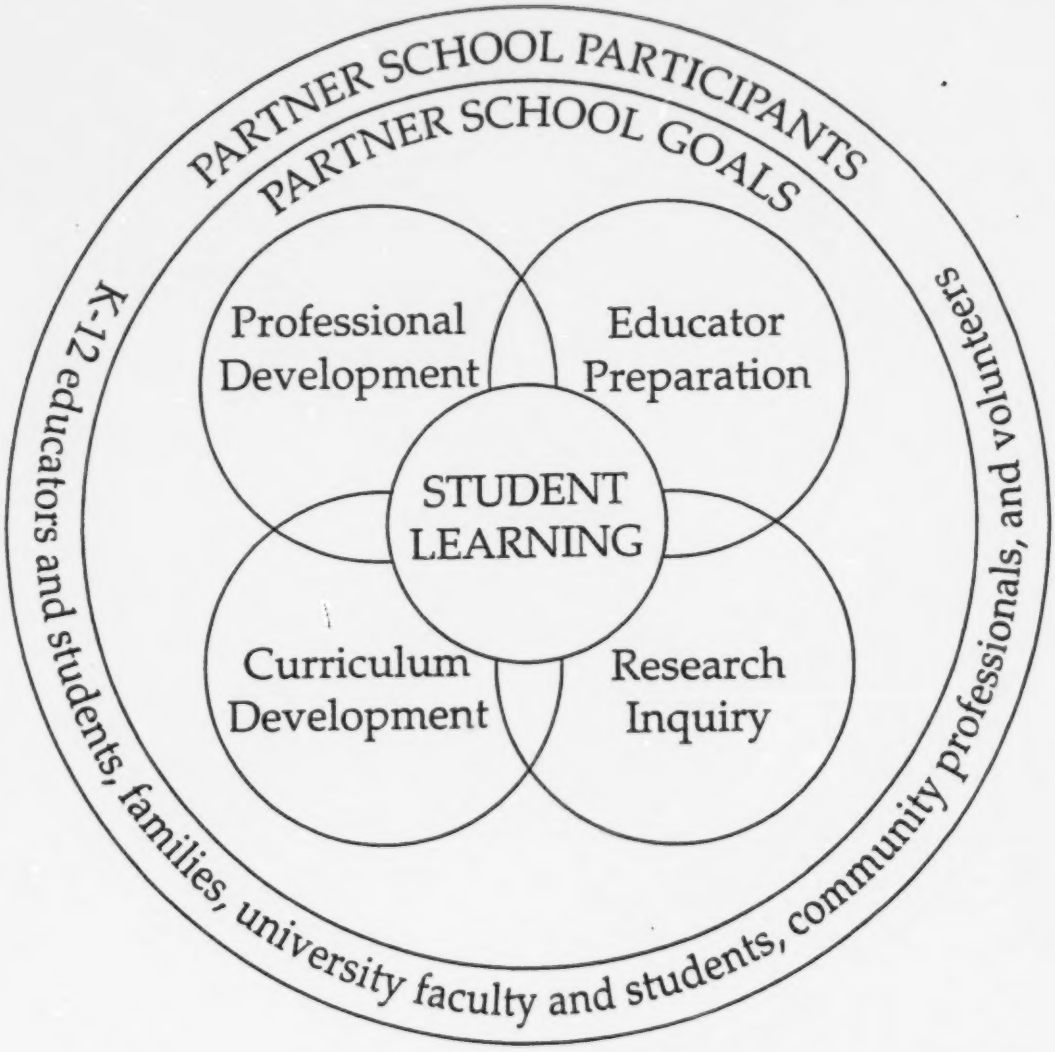


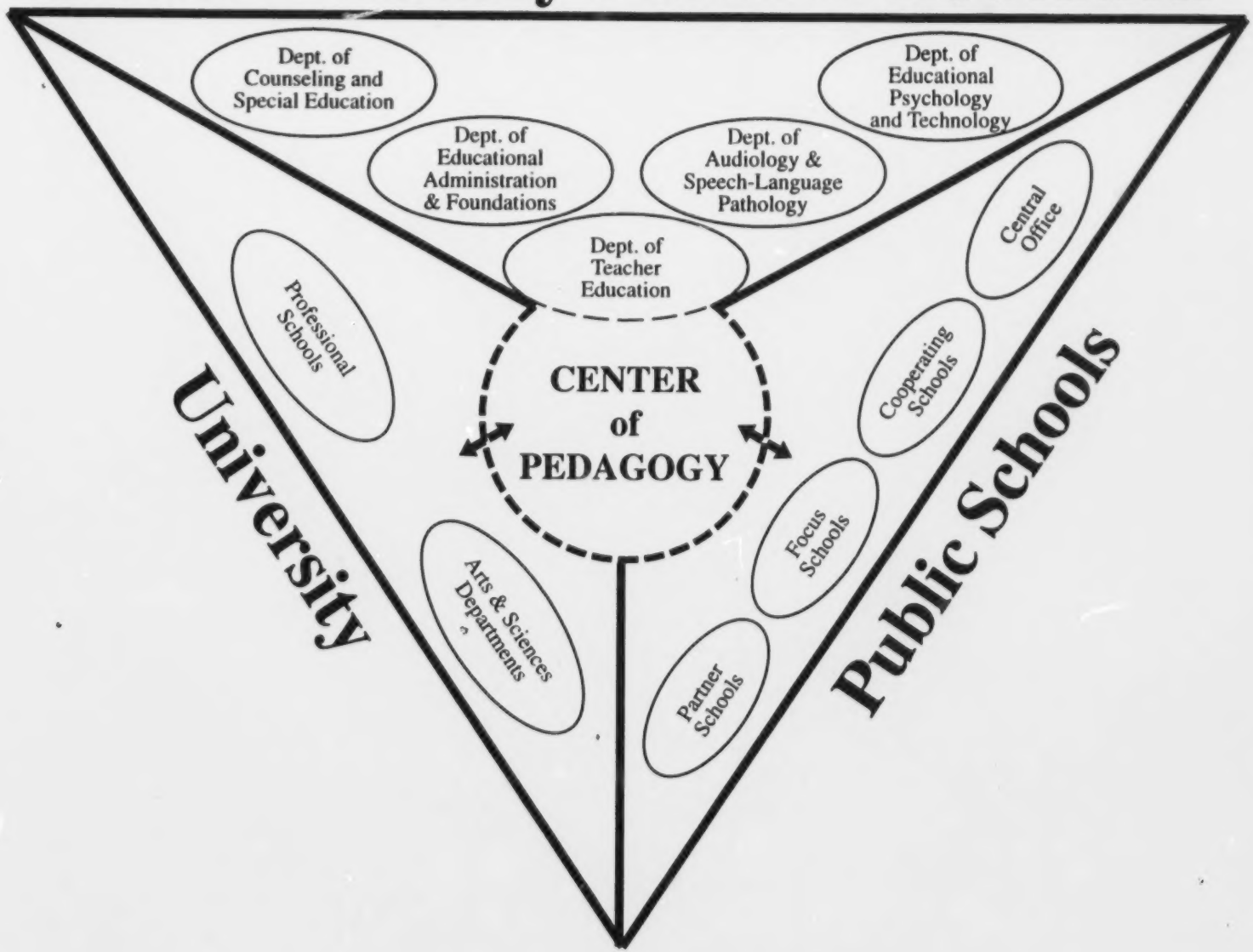
Figure 1. Partner School Relationships.

Centers of pedagogy. While partner schools are changing the nature of K-12 education (there are more than 250 such schools in the 16 NNER sites), university structures have remained largely unchanged during the past decade of US educational reform. Goodlad's study of teacher education in the US showed that institutions of higher education typically have difficulty identifying the one in charge of teacher education. Secondary education programs, for example, are often dispersed into departments headed by discipline specialists who had little background or interest in preparing teachers, much less in strengthening K-12 education. A new organizational unit was needed to gather teacher education programs back "under one roof" with one leader being responsible to ensure that prospective teachers were receiving the type of preparation they needed. Goodlad called this new unit a *center of pedagogy* (Goodlad, 1994).

As he describes it, a center of pedagogy is "both a concept and a setting." The concept is built around the idea that simultaneous renewal of teacher education and schooling demands the three-way collaboration of K-12 teachers, arts and sciences professors, and teacher educators. The setting is the actual place (usually in a college or university) where the three groups come together to conduct research, develop curriculum, or converse about the purposes of schooling in a democracy. The center of pedagogy would be the organizational unit on a campus with authority to monitor, coordinate, and revise teacher education programs. Every initiative in the center would complement the work in partner schools and would complete the circle of renewal in the school-university partnership.

Centers of pedagogy are just beginning to emerge at the various NNER sites. Figure 2 on the following page illustrates how such a center will be organized in the BYU-Public School Partnership to include members from

David O. McKay School of Education



three primary areas--teacher education faculty, public school faculty, and arts and sciences faculty. Located in the new School of Education, the Center will draw upon faculty from the new Department of Teacher Education, from other education and arts and sciences departments, as well as from the public schools. Thus teacher educators who are now located in departments of arts and sciences will have continuing affiliation with the Center, while school faculty and other arts and sciences faculty will have rotating assignments in the Center. In this way, the Center Director will enlist the services of those who are most qualified and committed to teacher preparation--allowing faculty (teacher education, as well as discipline specialists) to assume different roles and different types of involvement in teacher education during various phases of their professional lives.

While BYU's College of Education has always depended significantly upon the approximately 40 teacher education faculty in arts and sciences departments who prepare students for secondary teacher certification, we will now have the possibility of offering Center affiliations to discipline-oriented faculty--faculty who have traditionally engaged neither in teacher education nor in school renewal. We may eventually attract endowed chairs or professorships to the Center of Pedagogy for the involvement of such faculty on a rotating basis.

Faculty members in the four other departments in the School of Education will also have the opportunity for affiliation with the Center. For example, faculty in these departments who teach core courses in the undergraduate program will be affiliated with the Center during the time they are teaching these courses. Faculty who engage in inquiry directly related to teacher education and school renewal may also affiliate with the Center, facilitating their collaborate with faculty from the schools and from the arts

and sciences who are interested in similar topics and issues. Thus the Center will be the place where faculty from all three sectors (i.e., the schools, the arts and sciences, and the School of Education) ask questions about educational renewal and join together to prepare capable, caring teachers.

Because the Center will be the focal point for all teacher education programs, each of the secondary education degree programs will be reviewed and monitored by the Center. Rather than acting autonomously as sometimes occurs in the present organizational structure, arts and sciences departments will participate as full collaborators with teacher education and public school faculty in planning and implementing their programs. In addition, the Center will sponsor forums, workshops, and symposia, as well as inquiry projects on the most pressing pedagogical issues that face today's educators. These initiatives will be designed to draw school faculty and arts and sciences faculty into collaborative work with education faculty and students that will improve schooling and teacher preparation. Thus the Center will be the hub of partnership activity.

Evaluating Partnerships

Most of the commonly accepted models for evaluating educational interventions are either inadequate or inappropriate for determining the worth of school-university partnership work (see Worthen and Sanders, 1973). Because most of these models are based upon "objectivist" or positivist philosophical premises, they are not responsive to the collaborative ethos of partner schools and centers of pedagogy. New approaches and models are needed which rely less on positivist premises and more on the nature of collaborative relationships. Sirotnik (1994) and Clark (1995) describe

approaches to evaluation and assessment that are potentially more appropriate for use in school-university partnerships.

Assessment of equity and excellence. Sirotnik (1994, p. 168) describes the pitfalls of traditional evaluation for public school programs and suggests that excellence (when most students are learning the intended "goal areas of the common curriculum") and equity (the absence of "systematic differences in the distributions of conditions, practices, and outcomes based upon race, ethnicity, sex, economic status") are complementary rather than competing aims of education. He asserts that assessment of equity and excellence must go hand in hand if educators are to improve the quality of schooling in a democratic society, and that such assessment must go beyond traditional standardized tests.

> What goes on in schools and what schools are presumably for is poorly represented in test scores alone. Interpersonal understandings and human relations in the disciplines, critical and independent thinking, emotional and physical well-being, creativity and aesthetic expression, self-realization, moral and ethical character development, and career, vocational, and life preparation are the additional categories of the many expressed goals for American public schools. (Sirotnik, 1994, p. 164)

Sirotnik proposes that thorough demographic, attitudinal, and descriptive information be collected on students, parents, teachers, classes, and entire schools--information that goes far deeper than simple outcome measures of student performance. Only when such information is collected will educators be able to determine the degree to which a school is meeting its broader educational goals.

Sirotnik's framework has important implications for the evaluation of partner schools, as well as for the evaluation of emerging centers of pedagogy. At the core of every school-university partnership are the issues of equity and excellence. Collaboration itself is an attempt to combine these values in a way that benefits all learners--those at the university as well as those in the schools. Sirotnik's call for educators to gather richer sources of data--to analyze more thoroughly information that describes the *whole* child, the *whole* family, and the *whole* school--is the only route for determining if a school-university partnership is achieving its intended purposes.

Partner school evaluation model. Clark (1995) describes the "compact" approved in 1994 by the 16 NNER sites for evaluating partner schools. The evaluation model is designed around the purposes of partner schools as described in Figure 1. The compact states the central purpose of partner schools (student learning) to "create and sustain a learning community which enables K-12 learners and partners to construct meaningful knowledge." The issues of equity and excellence are then addressed following Sirotnik's assertions. Nine examples are given regarding how equity and excellence are achieved in a partner school (e.g., "assessments of student performance will demonstrate that the partner school is succeeding in having all students meet high expectations" p. 239).

Clark continues to describe how evaluative data must be collected for each of the other partner school purposes. For example, under "preparing educators," he describes how each partner school must document how collaboration occurs to design and implement teacher education programs, how students with diverse needs are accommodated, the degree to which pedagogy and curriculum reflect the stated values of the school as a learning

community, and how prospective teachers become knowledgeable in key academic disciplines.

Under "professional development" the compact describes how educators in school-university partnerships must document how the partnership assists educators in developing more effective collaborative relationships, how educators learn to focus their own growth on the needs of the diverse students they serve, and how the partnership helps to link theory and practice, to focus on special needs students.

Finally, Clark describes how partner schools should document their participation in critical social inquiry, the type of inquiry that permits educators to assess equity and excellence simultaneously, to engage in reflective practice, and to examine educational practice in ways that conform to accepted standards of scholarly discourse. Within each of purposes, partner school educators at the both the university and the at the school agree to collect data that goes far beyond the student outcome data that is typically gathered by schools.

Case studies. Both Sirotnik (1994) and Clark (1995) avoid the temptation to prescribe specific methods for collecting data on the effectiveness of school-university partnerships. However, implicit in both of their models is the need to personalize the evaluative process, allowing time to collect data directly from partner school or center of pedagogy participants. As NNER members discuss the processes of evaluating their partnership activities, the importance of case studies continues to emerge as one method that must be included if educators are to learn what is necessary to engage in a continual renewal process. Stake's (1995) suggestions for conducting successful case studies provide effective direction for partnership participants.

Case Studies of the BYU-Public School Partnership

An external case study. During the past year Kent Schlichtemeier (1996), a doctoral candidate at the University of California at Los Angeles, completed an extensive case study of the BYU-Public School Partnership. As a faculty member at another California teacher preparation institution, he was particularly concerned with the partnership's effects on teacher education programs. Many of the 43 interviews he conducted focused on the latest revisions in BYU's elementary teacher education program.

In 1993 the Department of Elementary Education began discussing the need to reformulate the undergraduate major in elementary education. To achieve a thorough revision of program requirements, the Department Chair requested that faculty be released from their regular contractual duties for the entire spring term (two months) in 1994 and that appropriate faculty in the arts and sciences departments and in the schools also be released from their duties so that they might all participate in collaborative planning sessions. Superintendents, principals, deans, and department chairs each committed resources that would permit their faculty to participate in the two-month planning sessions. As participants came together in these sessions to reflect upon the current teacher preparation program and to consider alternatives for the future, a sustained conversation developed around the most critical issues related to teacher education. As the conversation evolved, relationships developed among faculty in arts and sciences and faculty in education that permitted the free exchange of ideas and eventually led to the tough decisions that were required for a complete revision of the elementary education curriculum.

The first student cohorts entered the redesigned program in the fall of 1994, a program calling for two full academic years in partner schools where

the prospective teachers complete courses that are team-taught by school and university faculty. In addition to the interviews conducted by Schlichtemeier (1996), additional data were collected from each of the 19 participating students, as well as from each of the cooperating teachers. Preliminary results indicate that the program met most of its intended goals. Most practicing educators are convinced that the program leads to more competent teachers--teachers who are better prepared to begin their first year of teaching following two years in a partner school.

An internal case study. During the same period of time that Schlichtemeier was conducting his case study, the College of Education sponsored its own study to determine the effects of partnership work. A total of 19 interviews were conducted, seven with educators from the schools and eleven with faculty from the college. When asked to describe changes in school or university practice that they would attribute to the partnership, respondents' comments focused on three primary changes: (a) redefinition of professional roles, (b) shifts in personal value, and (c) modifications in classroom pedagogy. Figure 3 depicts these three categories of change and the six "forces" that were seen as the primary causes for each change (see Fullan, 1993).

The majority of the participants attributed the most important changes to an increased level of trust between university and school educators. This seemed to be considered as a prerequisite to lasting change and a quality of human interaction that must underlie all partnership work. This quality seemed particularly essential for changes in personal values to occur. For example, one respondent described how cooperating teachers came to view her role as a supervising faculty differently only after prolonged contact in the

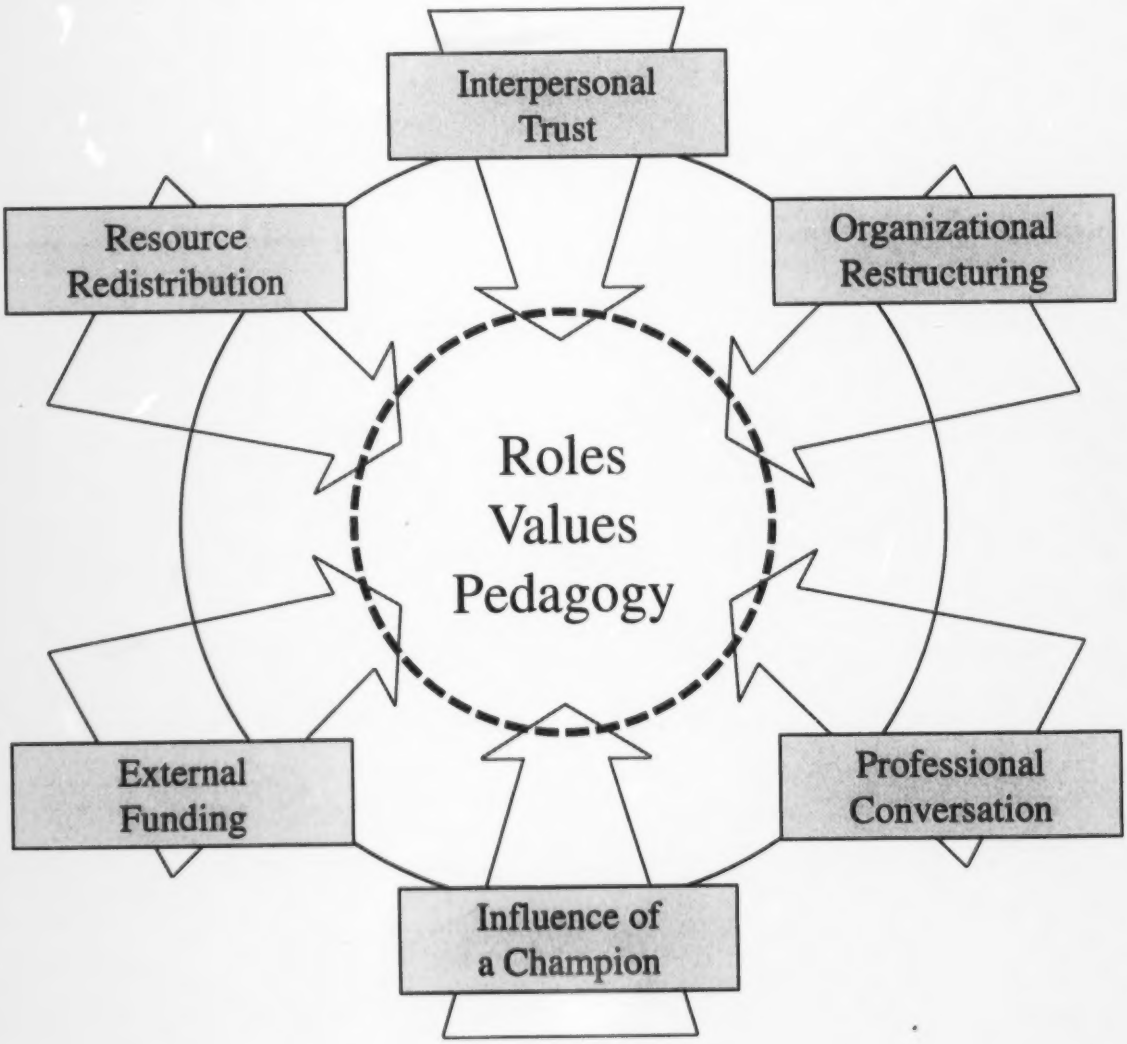


Figure 3. Effects of "change forces" in a school-university partnership

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partner school, only when the cooperating teachers came to believe that she was truly committed to student learning.

Related to interpersonal trust is the change force of the "influence of a champion." Several school educators described how partnership work would not have led to lasting change without the involvement of a particular faculty member, one who not only had the needed skills and knowledge to provide pedagogical leadership, but one who was visibly committed to the children and youth in the classroom. In a number of instances, partnership work has faltered when a "champion" was no longer able or willing to devote the time necessary to carry out partnership activities.

Several respondents described the changes in educational practice that have resulted from the partnership as subtle but powerful. Although no one used this term specifically, I am calling one of these subtle change forces, "professional conversation." When educators in partner schools begin conversing with university educators about pressing pedagogical issues, both participants can be edified in ways that neither is able to describe. For example, one respondent discussed how a "contribution-based" learning program was introduced in a conversation in the partnership's coordinating council, and as it was introduced, both school and university educators became committed to focusing on the idea in staff development programs across all five school districts. These programs led to changes in personal values, teaching roles, and approaches to pedagogy--giving more freedom to the learner to define and make a contribution to the surrounding community while learning the content found in the prescribed curriculum. Some might say that the staff development program was the vehicle for change, but the program would not have been developed without productive professional conversation over a period of several months.

Conversation about education renewal develops more easily when there is a designated place--a new organization--in which it can occur. Common in most of the interviews was the notion of organizational restructuring as a force for change. Some mentioned the partner school organization itself as a force for change, the new roles of partner school facilitator and student teaching intern, and the changes in roles for cooperating teachers and faculty supervisors. The most noticeable change in this regard was the increased time spent by faculty supervisors in the partner school. In addition, some mentioned the district-wide partner school councils, the linking conferences, the coordinating council and the governing board as potent forces for change in pedagogical practice in the schools and in the university. Some described how these organizations had become more effective and more focused on partnership goals during the past three years, and that such development was likely a necessary part of learning how to operate a school-university partnership.

A number of respondents emphasized the importance of funding patterns as one of the change forces that influenced changes in roles, values, and classroom pedagogy. These respondents did not see funding patterns as the most critical change force, but as a welcome stimulus that had caused teachers to teach in different ways due to the availability of extra resources. Some of the resources came in the form of redistribution (e.g., when one school teacher position is split in half, providing two half-salaried full-time positions for student interns, freeing one teacher to become the partner school facilitator). Others mentioned external funding, such as staff development programs in contribution-based learning, English as Second Language, or the National Science Foundation project that focused on service learning in science and mathematics.

Collaborative Evaluation

While educational partnerships have promoted collaborative research and inquiry--a type of scholarly investigation that is changing the very nature of scholarship in education--collaborative *evaluation* has seldom been addressed in the education literature. If collaborative research means that school and university educators join together to pursue common questions that arise out of classroom practice (see Cochran-Smith, 1993; Sergiovanni, 1996) what is the meaning of collaborative evaluation? How do educators assess the worth of an educational intervention *collaboratively?* How is the evaluand defined? Who determines which data will be collected and by whom? How are data shared with the stakeholders?

While Sirotnik (1994) and Clark (1995) address the importance of evaluating the school as a whole, and while Stake (1995) describes a method of data collection that can treat the whole school as a *case,* none calls his evaluation procedures "collaborative." However, it stands to reason that if collaboration among stakeholders is the central feature of educational partnerships, new approaches to evaluation must be developed just as new approaches to research and inquiry have emerged that fit the new environments of partner schools and centers of pedagogy.

A partner school as a case of collaborative evaluation. One partner school in the BYU-Public School Partnership has been experimenting the past two years with new paradigms of collaborative evaluation. As the new elementary teacher education program was designed and implemented in the fall of 1994, all stakeholders agreed that the program would need careful evaluation to determine whether it should be continued and expanded to other partner schools. Because the program required that students preparing to be teachers spend two full years in a partner school, and that pedagogy

courses be taught in the school rather than at the university, an approach to evaluation was needed that would capitalize on the increased collaboration that was occurring in the school. Teachers, professors, and students agreed to participate together in evaluating the new program. Evaluation teams were formed and data were collected. Some might view some of the methods as "participant observation" or "action research" because evaluators included teachers and professors who were themselves part of the intervention.

As the first year of the program progressed, a consultant from the Partnership helped teachers form inquiry groups that began pursuing pedagogical questions they felt the school needed to investigate (see Herrmann, et. al., 1996). A BYU student researcher also began conducting observations of classroom practice under the joint direction of a professor and the assistant principal (Barfuss, 1996). Combined together, the year-long evaluation, the collaborative inquiry groups, and the student observations changed the nature of research and evaluation in this partner school. One inquiry group continued to meeting throughout the year and is currently proposing to the university a new master's program that would focus exclusively on collaborative inquiry and evaluation.

District-wide collaborative evaluation of partner schools. One district in the BYU-Public Partnership has launched a program to engage in collaborative evaluation in each of their partner schools. In December of 1995, the principals of these schools invited Richard Clark from the Center for Educational Renewal to conduct a one-day workshop on partner school evaluation. Each school invited key teachers and administrators to attend the workshop and begin to plan evaluations of their partner schools. Participants reviewed the partner school evaluation compact (Clark, 1995) and discussed

ways that they might implement data-collection procedures in their individual schools.

While specific methods were not emphasized in the workshop, characteristics for collaborative evaluation were discussed. For example, it was suggested that such evaluation would be "interactive, internally-initiated, integrated, inexpensive, and informative"--the "five I's" of collaborative evaluation. Evaluation is *interactive* as educators jointly determine the goals, the design, the data collection and analysis procedures, and the results. Unlike some traditional forms of evaluation where the evaluators must remain distant from those being evaluated, collaborative evaluation demands that participants--those involved most intimately in the intervention--must contribute to every phase of the evaluation.

Collaborative evaluation also suggests that the stakeholders must feel the need to gather data before an evaluation is planned; the evaluation must be *internally-initiated.* This is in stark contrast to evaluations that mandated by state and federal education agencies--the type of evaluation that often is yields information of little value because it is conducted reluctantly.

Rather than viewing evaluation as an appendage to partner school work, it must come to be viewed as an essential, *integrated* aspect of the school itself. Evaluation becomes part of the continuing conversation regarding partner school activities rather than an afterthought. When new programs are planned, evaluation is naturally considered at the outset and becomes woven into every phase of the development of the intervention. Critically assessing the worth of each classroom and school practice works becomes one aspect of the ethos of the partner school.

If educators are asked to explain why they do not conduct evaluation more often, they will likely point to the cost factor--evaluation is viewed by

most as being an added expense. But when evaluation becomes part of the modus-operandi of the school itself, when evaluation is considered at every point of development of a new intervention, it becomes part of the intervention rather than a costly extra activity. Only when this occurs, will partner schools engage effectively in the type of evaluation that will improve the worth of their educational practice.

Because collaborative evaluation is intimately connected with the people and practices in a partner school, it is likely to be much more *informative* to stakeholders than evaluation is "objectively detached." And when data are informative, educators will demand that evaluation be conducted.

Conclusion

Determining the worth of school-university partnership activities is an essential function of school renewal. Partner schools and centers of pedagogy must gather data as an integral part of each new initiative they sponsor to ensure that such initiatives improve classroom practice and hence, benefit student learning--the central goal of all partnership work. Models of evaluation based primarily upon positivist traditions are considered inadequate and at times inappropriate for evaluating the work in school-university partnerships because such models are typically not integrated into the fabric of a partnership, they are too costly, and they are seldom designed and implemented by collaborative teams of school and university personnel.

Without prescribing specific methods for conducting evaluations of partner schools and centers of pedagogy, this paper has described a partner school evaluation "compact" that has been developed by the sixteen school-university partnerships that constitute NNER, and has added to the compact

five characteristics for designing and implementing collaborative evaluation as an integral function of partnership work. Results from case studies conducted in the BYU-Public Partnership have shown that evaluations that are designed and conducted collaboratively offer educators effective alternatives to traditional positivist models.

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